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State Community, Junior & Technical Colleges

Alabama's Commitment to Opportunity With Excellence

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Alabama Department of Postsecondary Education
Charles L. Payne, Chancellor

JC 860 144

A Message From The Chancellor

Never before have the challenges been greater nor the future more promising for those of us committed to quality education and training. A rapidly evolving world economy is demanding changes in the methods we employ to prepare students to compete in the new economic order. The ability of every one of us to participate in the redirection of postsecondary education through positive, critical evaluation and decision making will be the benchmark of a future for Alabamians built upon a solid, growing economy.

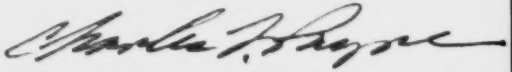
Alabama's two-year college system is currently the path over 60,000 high school graduates are taking to achieve economic independence. Whether it be quality, small class academic training in the local community for the first two years of college or sophisticated, job-related training in preparation for occupational and technical careers, the two-year colleges in Alabama are providing opportunities never before available to many of the state's future decision makers.

The rapidity of technological change in the private and public domains, its implications for growth and economic development, and the many demands now being placed on public funds require all segments of public education to exercise discipline and to initiate responsible action in order to maintain public trust and confidence. The two-year college system is responding to this challenge through *DIRECTIONS 1984*, a comprehensive systemwide assessment and decision-making effort.

This approach is predicated on the belief that those who are responsible for implementing policy should play a major role in assessing and developing policy; that those who are recipients of service should have an opportunity to evaluate services; that communities, business and industry, and individuals directly affected by our programs should have a voice in our future direction; and that administrators, faculty members, and support personnel of our institutions represent a well qualified and responsible pool of expertise to address the critical questions which affect our future.

The result of intense information gathering, the ten task forces delineated in *DIRECTIONS 1984* will develop the blueprint for the future of Alabama's two-year colleges. Drawing on the excellent resources available in our colleges' administrative and instructional staffs in combination with members of business, industry, and government, each task force will address the critical areas within its sphere of expertise and develop viable strategies designed to capitalize on the system's strengths and to alleviate its weaknesses.

In the final analysis, *DIRECTIONS 1984* will allow the two-year college system to evaluate where we have been, to assess where we are, and to build for our future through rational decision-making. It is my belief that through this cooperative, comprehensive assessment/development process, Alabama's two-year college system can realize its unique potential of providing quality education and training for our citizens and become a catalyst in the economic redevelopment of Alabama.



Charles Payne
Chancellor

DIRECTIONS 1984

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ALABAMA STATE BOARD OF EDUCATION

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Second District

Mrs. S. A. Cherry
Third District

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Fourth District

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Fifth District

Dr. Harold C. Martin
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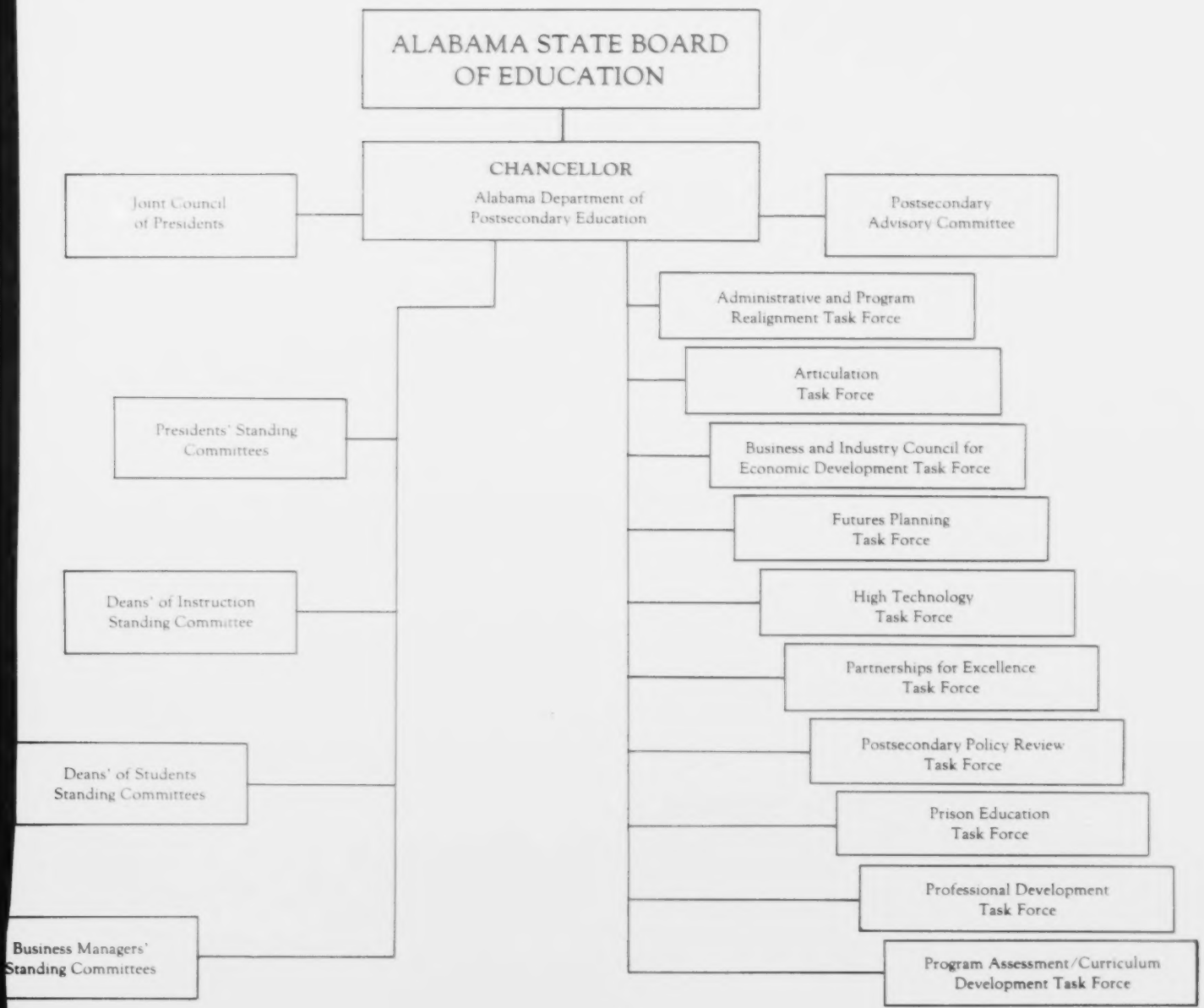
Dr. James B. Allen, Jr.
Seventh District

Dr. Evelyn Pratt
Eighth District

POLICY REVIEW AND DEVELOPMENT: A FLOW CHART


ALABAMA STATE BOARD OF EDUCATION
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Postsecondary Advisory Committee
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Deans' of Students Standing Committees
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Articulation Task Force
Business and Industry Council for Economic Development Task Force
Futures Planning Task Force
High Technology Task Force
Partnerships for Excellence Task Force
Postsecondary Policy Review Task Force
Prison Education Task Force
Professional Development Task Force
Program Assessment/Curriculum Development Task Force

ADMINISTRATIVE AND PROGRAMMATIC REALIGNMENTS:

Assessment

Considerable review has been given to the number, location, and size of certain two-year colleges, of the services they provide, and the administrative and organizational structures currently employed. Proposals have been presented which indicate that administrative and programmatic realignments of these institutions will result in larger, more comprehensive colleges capable of offering programs justified by demand with administrative services scaled to actual campus needs. The proposals suggest a redistribution of the colleges' resources will ultimately result in freeing funds now utilized to maintain autonomous campus status. In time, these funds will be available to enhance existing viable programs and to develop new programs more responsive to the demands of a developing economy.

Need

There is no available data base to evaluate these proposals; the costs and benefits of the proposed changes have not been projected; and implementation strategies have not been presented.

Mission

- Conduct an assessment of the current program offerings and administrative structure of each affected institution to include the need and relevance of programs, the placement of graduates, and the level of administrative, student, and community services provided.
- Conduct a cost-benefit analysis of the projected administrative and programmatic realignment and the effect the proposed changes will have on the services actually required.
- Develop strategies for improving the quality, efficiency, and effectiveness of administrative and programmatic services.
- Present findings to the Chancellor of the Department of Postsecondary Education.

ARTICULATION

Assessment

Horizontal articulation within the system must be achieved to ensure that students who pursue a given course of study at one institution will receive comparable instruction as do students who pursue this course of study at any other State two-year college. This applies to both vocational and academic programs and includes formulation of common course descriptions, credit hour weights, and common course numbering in State junior colleges and standard program formats in State technical colleges.

Need

Consensus must be reached with regard to the reaffirmation of a core curriculum and the development of generic course description, credit hour weights, and a common course numbering system within the state junior colleges and standard program formats in State technical colleges. A systemwide articulation agreement must be formalized with senior colleges.

Mission

- Update, validate, and modify the "Draft Course Guide" of courses offered in the State junior colleges.
- Reach a consensus of the courses which constitute a common core curriculum in State junior colleges.
- Identify and validate standard program formats, length of programs, and common program dimensions for equivalent programs in State technical colleges which support specific competency levels.
- Develop a viable method of awarding credit for high school experience that will engender positive vertical articulation and thus meaningful placement of high school graduates into either academic or technical programs at the postsecondary level.
- In the absence of standardized State senior college courses, identify on a systemwide basis the junior college courses which will be accepted on transfer from each senior college and note each institution in the course guide.
- Establish a permanent mechanism to modify, expand, and/or delete courses and programs and a permanent articulation linkage arrangement with each senior college.

BUSINESS AND INDUSTRY
COUNCIL FOR ECONOMIC DEVELOPMENT

Assessment

Dramatic technological advances rapidly introduced in a worldwide setting have had a profound effect on our society. Traditional American industrial and educational strategies are inadequate in dealing with this onslaught of technological change. Although these challenges have not been resolved statewide, individual State two-year colleges are actively working with industry, local communities, and state agencies to forge aggressive strategies and responsive programs in an effort to revitalize Alabama's economic posture. A systematic, coordinated effort is now required to achieve an active partnership based on collaboration and mutual support between the State two-year college system and the business and industry community.

Need

A formal relationship between industry, business, and the State system of two-year colleges must be established. Formal cooperation should result in the identification of current needs of business and industry; input into program design; and reduction of lag time between emerging technological innovations and their application in the business and education sectors.

Mission

- Identify industry's current needs for technicians with specific skills.
- Assess two-year-college programs to identify areas which require additional emphasis, modification, or deletion.
- Assess emerging technological innovations and their implications on the business, industrial, and education sectors.
- Assess programs currently available through the two-year-college system on a regional trade and development basis to identify strengths and weaknesses in responding to regional needs.
- Develop, in cooperation with the existing state training apparatus, the mechanism and management system to establish college-based industrial coordinators for each major economic region of the state.
- Establish a permanent linkage arrangement with state, local, and regional organizations and agencies dealing with economic and industrial development and planning.
- Establish a central clearinghouse mechanism whereby information impacting on educational program planning and development may be collected, analyzed, and reported to state two-year colleges.

FUTURES PLANNING

Assessment

The unabated acceleration of technological innovation throughout American industry is dramatically reshaping the industrial development of Alabama and the southeast. Many traditional occupations are being eliminated or drastically changed while occupations requiring technicians with new skills continue to emerge. Major corporations are finding that relocating in the Sun Belt in completely new facilities with state-of-the-art equipment is more advantageous than re-equipping existing plants in other regions.

With the opening of the Tennessee-Tombigbee Waterway System, the further development of Huntsville's high technology manufacturing community, and the expansion of Mobile's port facilities, the stimulus for continued economic growth is strong throughout the state. Alabama's two-year colleges have historically played an integral role in economic development. This network of colleges represents a unified delivery system capable of responding to the evolving needs of society, business, and industry more effectively and expeditiously than any other institutionalized organization in Alabama.

Due to the rapidity of change and the potential for accelerated development, the future must be anticipated and planned for on a systemwide basis so the system's full potential may be realized.

Need

The State two-year colleges have evolved into a dynamic and vital element of Alabama's educational system. This evolution has been largely a process of institutionally initiated programs and emphases. The rapidity of change and the projected growth of the State requires a comprehensive long-range plan to assist in the continual growth, development, and evolution of our system.

Mission

- Assess current programs and delivery systems.
- Assess the impact of the state two-year colleges on Alabama's economy and project the system's future impact on the economy.
- Project future industrial growth areas in the State, the types of skills needed by technicians, the community needs, and the individual services required.
- Restructure program development and implementation mechanisms to allow for more customized, immediate response training for local industrial clientele to include incentive funding, cooperative planning, and joint utilization of resources.
- Project future program emphases, new dimensions of institutional service delivery systems, and organizational patterns required to meet the demands of the future.
- Project postsecondary departmental management and coordination needs in relation to institutional and systemwide responsibilities, including alternative organizational structures.

HIGH TECHNOLOGY

Assessment

The Commission on High Technology representing Alabama's community, junior, and technical colleges established by House Joint Resolution 97 of the 1983 Alabama Legislature has completed its mission and submitted its findings to the Governor and the Legislature. This commission's recommendations have been extremely valuable in developing plans for the State two-year college system. The Commission has recommended that the Legislature establish a permanent statewide commission on high technology.

Need

The Commission's recommendations have been included in the Governor's 1984 legislative program. Private sector leaders have encouraged the commission to continue its efforts to enhance the partnership between business, industry, and postsecondary institutions to insure the high technology needs of industry will be met by highly skilled technicians.

Mission

- Monitor previous recommendations to determine their impact.
- Continue to assess the high technology needs of the State and the two-year colleges' ability to meet those needs.
- Develop a permanent linkage arrangement with research institutions and agencies to facilitate the two-year colleges' efforts in reducing the lag time between research findings and their application in technician training.
- Report findings to the Chancellor and the legislature on a periodic basis.

PARTNERSHIPS FOR EXCELLENCE

Assessment

The Plan of Excellence presented by the State Superintendent of Education and adopted by the Alabama State Board of Education calls for a long-term commitment to improve local public schools in Alabama. As the educational needs of our State are great in relation to the resources available, all levels of public education must strive to work together in a renewed spirit of co-operation and commitment to resolve our problems.

The State two-year colleges stand ready to assist in this effort. The Plan recognizes local system's needs in which the two-year colleges may provide: assistance, counciling, remediation, a challenging honors program, cooperative programs, and industry linkages with vocational and academic programs.

Need

Each two-year college president will work with local superintendents to provide assistance and resources whenever possible within the context of current policy.

Mission

- Establish regular meeting schedules between individual two-year college presidents and local Superintendents to delineate each college's available resources and those services which can be provided.
- Conduct surveys of Postsecondary Services which may be of benefit to local school systems.
- Explore cooperative efforts whenever feasible within the context of current policy.
- Present potential cooperative efforts which may extend beyond authorization of State Board of Education policy to the State Superintendent of Education and the Chancellor of Postsecondary Education for joint review and appropriate action.

POSTSECONDARY POLICY REVIEW

Assessment

The policies adopted by the State Board of Education for the governance and operation of the State two-year colleges have been assimilated, analyzed, and reported in a series of documents referred to as 'Policy Manuals.' These documents have been periodically revised and updated. Current policies require review to ensure that: present interpretation is consistent with the Board's original intent; conflicting policies are deleted; areas which may have been omitted are included; areas which may require further policy development are identified; and potential conflicts which may be present due to the current statutory responsibilities of the State Superintendent of Education, the Chancellor, and the State Board of Education may be resolved.

Need

Current policies, original resolutions, statutory provisions, judicial decrees, and executive rules and regulations must be assembled, analyzed, and codified in a comprehensive and useful document.

Mission

- Assess current policy statements relative to their current application, explicitness, and clarity of meaning.
- Identify potential discrepancies between policies, areas which require clarification or modification, and areas which are currently in need of further development.
- Present all policies which do not require substantive changes in a format which is readily usable.
- Present all modifications and suggested new policies, including reasons for modification and changes, to the Chancellor for submission to the Joint Council of Presidents, the Postsecondary Advisory Committee on Policy Matters, and the State Board of Education.

PRISON EDUCATION

Assessment

For the past ten years Alabama's prison system has been under considerable internal and external review while the basic governance responsibility has shifted between state and federal authorities. Many of the decisions regarding the prison system have been made in an atmosphere of crisis and frustration. The State Board of Education and prison educators have been placed in a position which requires them to react to these often-conflicting positions on a situation-by-situation basis.

Need

The level, types, range, and appropriateness of education/training services provided inmates should be determined, including the most economical and efficient delivery system for offering these services.

Mission

- Conduct an assessment of the current delivery system, program offerings, and the educational needs of inmates.
- Project future needs, types of programs required, legally mandated responsibilities, and estimated costs.
- Develop a plan which provides appropriate educational services in the most economical, efficient, and effective manner possible.
- Project costs of these increased services and potential sources of revenue.

PROFESSIONAL DEVELOPMENT

Assessment

Severely limited institutional budgets, coupled with a rapidly expanding, highly technical knowledge base, have precluded many instructors' opportunities to maintain proficiency in their fields. Instructional support in the form of curricular development, software design and production, state-of-the-art instructor training, and follow-up evaluation of instructors and students has had a history of false starts and unachieved objectives. Professional development needs must be outlined in both short-and long-range terms.

Need

Approaches to provide immediate upgrading will require concentrated training in specific program areas through seminars, return to industry, faculty/industry exchanges, and release time for professional growth. These short-term approaches are viewed as the first step in a faculty development plan reflecting program evaluation, industry needs, faculty evaluation, and student follow-up.

Mission

- Develop, with the assistance of industry leaders and institutional representatives, in-depth seminars to be conducted by recognized experts. The seminars will present a concentrated effort to permit instructors to work with the leaders in their field on a direct substantive basis.

- Identify at least one instructor in each program area to work with an industry employing state-of-the-art manufacturing techniques in the instructor's teaching field for a period not to exceed four weeks. The industry selected should represent the most advanced systems available and should be located in the continental United States.

- Identify programs which will benefit from a faculty/industry personnel exchange program as well as industries that wish to participate in this program; develop formal arrangements with the participating industries and institutions; and monitor the exchanges.

- Identify criteria for selecting instructors to participate in a release-time program and develop a request-and-justification document for selecting instructors whose program of study and experience will contribute to substantive program advancement.

PROGRAM ASSESSMENT/ CURRICULUM DEVELOPMENT

Assessment

Programs which are no longer viable, which do not support major service, industry, or business needs, and whose level of complexity does not justify separate program status must be carefully evaluated and alternatives considered. Viable programs must be enhanced and new programs developed to meet the demands of emerging technologies.

Need

There is currently no available data base to make system-wide decisions; there has been no third-party evaluation of programs on a state-wide bases; and state, regional, and local demands for employees with specific skills have not been utilized to determine program viability, need, or priority.

Mission

- Conduct a program-by-program assessment to identify the degree of commonality within each program area.
- Assess program viability in terms of numbers of students enrolled and employment availability and need.
- Identify appropriate program lengths in relationship to scope, sequence, and complexity of skills.
- Determine program areas which require strengthening, deletion, and/or modification.

Alabama's Community, Junior & Technical Colleges

Alabama Aviation and Technical College - Ozark
Alabama Industrial Development Trng. Inst. - Montgomery
Alabama Technical College - Gadsden
Alexander City State Junior College - Alexander City
Atmore State Technical College - Atmore
Ayers State Technical College - Anniston
Bessemer State Technical College - Bessemer
Bishop State Junior College - Mobile
Brewer State Junior College - Fayette
Calhoun State Community College - Decatur
Carver State Technical College - Mobile
Chattahoochee Valley St. Community College - Phenix City
Drake State Technical College - Huntsville
Enterprise State Junior College - Enterprise
Faulkner State Junior College - Bay Minette
Fredd State Technical College - Tuscaloosa
Gadsden State Junior College - Gadsden
George C. Wallace State Community College - Dothan
George C. Wallace State Community College - Hanceville
George Corley Wallace St. Community College - Selma
Hobson State Technical College - Thomasville
Ingram State Technical College - Deatsville

Athens State College - Upper Level - Athens

Jefferson Davis State Junior College - Brewton
Jefferson State Junior College - Birmingham
Lawson State Community College - Birmingham
Lurleen B. Wallace State Junior College - Andalusia
MacArthur State Technical College - Opp
Muscle Shoals State Technical College - Muscle Shoals
Northeast Alabama State Junior College - Rainsville
Northwest Alabama State Junior College - Phil Campbell
Northwest Alabama State Technical College - Hamilton
Nunnelley State Technical College - Childersburg
Opelika State Technical College - Opelika
Patrick Henry State Junior College - Monroeville
Patterson State Technical College - Montgomery
Reid State Technical College - Evergreen
Shelton State Community College - Tuscaloosa
Snead State Junior College - Boaz
Southern Union State Junior College - Wadley
Southwest State Technical College - Mobile
Sparks State Technical College - Eufaula
Trenholm State Technical College - Montgomery
Walker State Technical College - Sumiton

Gadsden State Technical Institute - Gadsden
Affiliated with Alabama Technical College

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(205) 834-2200

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
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